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ABSTRACT

A study was conducted to evaluate the performance of 30 learning disabled students (7 to 13 years old) who were taught with a set of phonics instructional materials based on the learning principles of providing focus, learning to master, distributed practice and review, discrimination training, and training for transfer. Goals of instruction were to have Ss achieve mastery in four areas: (1) producing the sounds of the vowel digraphs oo and ou, (2) reading (in list format) single syllable words and nonsense words which contained the vowel digraphs, (3) applying a blending strategy to new words, and (4) reading sentences which included words containing the digraphs. Results indicated that phonics instruction based on the learning principles of providing focus, learning to master, distributed practice and review, discrimination training, and training for transfer was effective. Tables provide statistical data. Appendixes, which make up the bulk of the document, include the following phonics instructional materials: teaching script, teacher's recording sheets, children's practice materials, pretest and posttest materials, and flashcards. (SB)

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"LD Efficient" Instruction in Phonics: Applying Sound Learning Principles to Remedial Teaching

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It has long been recognized that most learning disabled (LD) children do not fare well in regular classrooms. Awareness of this problem has generated research aimed at, one, describing the differences that characterize these children and, two, developing specific remedial materials for them. The members of the Basic Reading and Spelling Task Force at Teachers College, Columbia University, have focused on a third variable - the method of instruction. They have investigated the possibility that LD children can be taught effectively with a developmental reading program designed for normal learners through careful modification of the teaching prodecure.

Providing Focus

It is common practice to present phonic elements in a "discovery" (unfocused) format which requires children to infer specific sounds imbedded in words or to make generalizations from a series of exemplars. Because of their difficulties in attending selectively to critical and central task information (Ross, 1976), LD children will not necessarily make exact or accurate associations.

Three techniques can focus the child's attention or critical stimuli. First, teachers need to inform children of what they are expected to learn. Second, prompts (cues) should be employed which direct the learners to correct responses; extraneous comments or conversation should be avoived. Third, teachers should provide correct models for responses and give informative feedback concerning the accuracy of responses (Travers, Van Wegenen, Haygood, and McCormick, 1964).

Giving Sufficient Practice: An Emphasis on Mastery

The goal of mastery learning strategies is to fix achievement for a group at some constant mastery level and manipulate instruction (such as the amount

of repetition, feedback, or correction) so that all pupils attain it. Thus, the essence of mastery learning strategies, stated by Bloom (1977), is "group instruction supplemented by frequent feedback and individualized help as each student needs it." (p.24). Research studies have demonstrated superior achievement for students trained with mastery learning procedures, even if they had below average achievement, motivation, or intelligence (Block, 1971; Bloom, 1973; Carroll, 1963; Lawler, Dick, & Riser, 1974; Suppes, 1964).

Distributed Practice and Review

In order for practice to be effective for LD youngsters, it should be spaced across various sessions that are interspersed with other activities. Practice should not be restructed to one lengthy session. Systematic review also strengthens skill acquisition and helps make LD children more automatic with basic skills (Bryant, 1965). For LD children, reviews must be more frequent than for normal children.

Discrimination Training

LD children must be taught perceptual units in a precise fashion because they have difficulty perceiving similarities and differences among phonemes and among graphemes. Unique features of specific elements should be stressed to instruction (Bryant, 1965; Otto, McMenemy, & Smith, 1973).

Training for Transfer

The goal of phonics instruction is the application of learned elements to new words and to word reading in context. Disabled learners should be provided with a strategy which helps to make learned information useful in a variety of contexts. For example, Fayne (1979) found that monosyllabic

words, an attack strategy which encourages the child to break words into /initial consonat plus vowel/ and /final consonant/ (e.g., co-t) yeilded better transfer to novel words than did strategies which used either final phonograms (c-ot) or letter-by-letter (c-o-t).

LD children additionally need practice in applying skills within the context of connected prose. Instruction should incorporate opportunities for children to utilize skills within a sentence context to ensure positive transfer to text reading.

A set of phonics instructional materials was developed based on the learning principles of providing focus, learning to mastery, distributed practice and review, discrimination training and, training for transfer. A study was conducted to evaluate the performance of learning disabled students who were taught with the materials.

Method

Subjects

Thirty-six children (mean chronological age 10 yrs, 0 mos.; range = 7 yrs, 2 mos. - 13 yrs., 6 mos.), enrolled in diagnostic remedial classes in New York City public schools or in remedial reading programs in psycho-educational clinics in New York, received the experimental instruction. The children were previously classified as learning disabled by school or choice personnel.

Procedure

The learning disabled youngsters received nine 30 minute periods of phonics instruction over the course of three weeks. Lessons were conducted in small groups of 3 to 5 children. The goals of instruction were to have

the children achieve mastery in four areas: (1) producing the sounds of the vowel digraphs oo and ou, (2) reading (in list format) single syllable words and nonsense words which contained the vowel digraphs, (3) applying a blending strategy to new words, and, (4) reading sentences which included words containing the digraphs.

One vowel digraph was taught during the first week of instruction (oo) and the other was taught during the second week of instruction (ou) The first lesson each week concentrated on one specific sound-symbol association. Direct instruction on a blending strategy (e.g., pou - nd) was also provided. The second lesson began with a review of the previous day's work followed by mastery practice on lists containing real words and nonsense syllables. Review and application in simple sentences were the foci of the third lesson.

The third week of instruction was focused on integrating oo and ou words by practicing on reading lists and sentences.

Measurement

Identical pre and posttest were administered, one day prior to instruction and one day after instruction was completed. Children were also tested at the end of weeks one and two on their ability to read meaningful training words, meaningful transfer words and nonsense syllables.

The rate at which each child achieve mestery on the instructional material was determined by summing the number of attempts necessary for accurate response to the sixteen training words across the four days of instruction. A retention measure was computed by summing the number of attempts necessary for reading all training words correctly on the first day of instruction during week three.

Results

Means and standard deviations and obtained *f* values for the pretest, weekly test, and posttest performance of the students are presented in Table I. Findings indicated that children were able to read an average of 78% of the training words accurately on the weekly tests and the posttest. The children read meaningful and nonsense transfer words with 45% to 54% accuracy and were able to correctly produce the sounds of oo and ou correctly in transfer words an average of 68% of the time on weekly tests and 64% of the time on the posttest.

Insert Table 1 about here

The results of *t* test comparisons indicated that the children read an average of 69% of the posttest words correctly. This result was significantly higher than pretest performance.

Insert Table 2 about here

The average number of attempts necessary to reach initial mastery of the training words summed over four days for the group was 42.9 (*SD* = 9.4). High, average, and low trials groups were determined on the basis of initial trial scores. Children with scores within 1/2 *SD* above or below the group mean were included in the average group (n = 14), children achieving scores greater than 1/2 *SD* above the group mean were included in the high group (n = 10), and children with scores more than 1/2 *SD* below the mean were included in the low group (n = 12). Retention trial scores means and standard deviations for each of the three groups are presented in Table 2.

Insert Table 3 about here

Results indicated that all children (regardless of initial learning rate) were able to learn the sounds of the vowel digraphs oo and ou and were able to transfer the sounds to novel words. However, children in the low trials group were less successful in whole word reading and exhibited poorer retention of the training words.

Discussion

Results indicated that phonics instruction based on the learning principles of providing focus, learning to master, distributed practice and review, discrimination training, and training for transfer was effective. Disabled children learned over 75% of the words taught, applied the vowel digraphs oo and ou to over 60% of novel words presented, and read 69% of the training and transfer words tested after nine instructional periods.

Children who needed an average of two or more trials to reach initial mastery criteria for training words evidenced poor retention of these words and under 50% accuracy on the posttest. Children who were able to read training words correctly in one attempt, however, demonstrated retention over time and read words on the posttest with at least 60% accuracy. Therefore, learning rate may be predictive of retention and application of skills learned.

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Table 1

Means, Standard Deviations, and Obtained F Values for Pretest, Weekly Test and Posttest Performance on Training Words, Transfer Words, and Sounds in Transfer Words

Score	Possible Range	Pretest	Weekly Test	Posttest	F
Training Words	0-16	2.61 (3.03)	12.47 (3.51)	12.36 (3.04)	280.72*
Real Transfer Words	0-12	2.36 (2.38)	6.50 (3.30)	6.25 (3.11)	52.69
Nonsense Words	0-16	0.64 (1.25)	8.28 (3.69)	7.25 (3.98)	105.62
Sounds in Transfer Words	0-28	4.18 (3.96)	19.15 (5.28)	17.94 (5.73)	189.29

Note. N = 36.

* p < .001.

Table 2

Pretest to Posttest Performance on Number of Words Read Correctly in Sentences and number of Consonants Combinations Produced Correctly in Transfer Words

Measures	Possible Range	Pretest	Posttest	Gains
Words in Sentences	0-12	3.32 (3.15)	8.30 (2.78)	4.89*
Consonant Combinations in transfer Words	0-9	2.31 (2.67)	6.38 (2.44)	4.07*

Note. N = 36.

*Gains are significant at the .001 level.

Table 3

Posttest Performance and Retention Trials Scores for Groups with High, Average, and Low Initial Learning Trials Scores

Group	N	Range in Initial Trials	Measures		
			Correct Sounds	Correct Words	Retention Trials
High Trials	10	48-73	29.00	19.44	28.22
			(8.72)	(9.59)	(4.62)
Medium Trials	14	38-46	30.92	25.97	19.38
			(6.60)	(8.04)	(3.75)
Low Trials	12	33-37	35.08	30.08	18.33
			(6.95)	(6.76)	(2.31)
TOTAL	36	33-73	31.88	25.63	21.85
			(7.53)	(8.87)	(4.57)

Appendix

Phonics Instructional Materials

1. Teaching Script
2. Teacher's Recording Sheets
3. Children's Practice Materials
4. Pretest and Posttest Materials
5. Flashcards

Teaching Script

PHONICS (OU AND OO)

Research Institute for the Study of
Learning Disabilities

Teachers College, Columbia University

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PRETEST

Important: Before beginning the instruction, it is essential to give an individually-administered pretest to each child. Without information regarding the child's knowledge prior to the lessons, it is impossible to judge the effectiveness of the training.

I. Directions for Administration

Give the child the Child's Copy of Pretest. Read the following directions to the child before he attempts each page:

Teacher: (before the child attempts page 1) I am going to ask you to read a list of words. If you don't know a word, try to give the sound of the first letter. Don't feel badly if you don't know these words now. I'm going to teach you a lot of them over the next several weeks.

Teacher: (before the child attempts page 2) I am going to ask you to read a list of nonsense or made-up words. Try to read them as if they were real words. If you can't figure out the whole word, try to give the sound of the first letter.

Teacher: (before the child attempts page 3) Try the best that you can to read these sentences. Leave out any words that you don't know.

II. Recording

Please record what the child says on the Pretest Answer Sheet for each child. Try to record as accurately as possible by spelling out responses phonetically on the lines provided. To record responses on sentence reading, write word substitutions or additions above the appropriate part of the sentence. Cross out any word which the child leaves out or skips.

III. A Reminder

Collect the Child's Copy of Pretest so that you may use it with your other students. Since this pretest should be administered individually, there is need for only one Child's Copy. Please make sure that the children read from the Child's Copy. The large print should facilitate optimal responses.

WEEK ONE: ou Unit

Day 1: Introductory Lesson

I. Introductory Activities

The teacher writes ou on the board.

Teacher: These letters together often make the /ou/ sound. Do you hear /ou/ at the beginning of ouch? (Children respond). Let's all take a turn and make the /ou/ sound.

Each student gets an opportunity to make the sound. If the student is correct, the teacher says: That's right, the sound is /ou/. If the student is incorrect, the teacher says: Listen again, the sound is /ou/. The student repeats the sound until he makes it accurately.

Teacher: Let's use a key word that begins with /ou/ to help us remember the sound. What is the first sound in out?

Choral response: /ou/

Teacher: Now, look at the board. You see a list of words. As I point to a word, say the /ou/ sound if the word has ou. Say no if the word does not have /ou/. Do not try to read the words.

Word List (Write these words on the board)

mound	harsh	sour	noun	trust	stout
crawl	loud	with	pound	couch	farm

II. Pattern #1: pou

Use the word (pound) for demonstration purposes.

Teacher: You can use the /ou/ sound to figure out how to read new words. Let's take a word off the list (Teacher writes the following on the board):

pound

pou__

pound

Teacher: (Pointing to the line with missing letters) These letters say /pou/ (exaggerate sounds while moving index finger below letters). Repeat...

Choral response: /pou/

Teacher: Now say it faster: /pou/ (moving finger below letters)

Response: /pou/

Teacher: (moving finger below the whole word and saying the word slowly) /pou/ /nd/ -- repeat...

Response: /pound/

Teacher: Faster -- pound

Response: /pound/

Teacher: Who can tell me what the word pound means?

Response: (A volunteer defines word or uses it in a sentence. If no child can define the word, the teacher supplies the meaning).

Teacher: Now, you do it by yourself. (Pointing first to the pattern alone and then to the whole word).

Response: /pou/; /pound/

III. Practice Sheet #1: pou

A. Real Words:

Give each student his own list of words and write the names of the students in the group on your master list for record keeping purposes.

Teacher: Each of you will have your own list. Write your name on the line above your list. Read the first word on your list by sounding it out the way we did pound -- /pou/ /pound/. When you're right, we will say the word after you. If you have trouble, I will help you sound out the word.

Each child takes a turn sounding out and reading the first word on his list. If the child reads the word correctly, put a check (√) next to the word on your master sheet. If he makes a mistake, mark an X and go through the sounding-out procedure on the word he missed, with the child repeating each step after you.

After each child has had a chance to read the first word on his list, go through a round with the second word on each child's list. It is not necessary for the children to sound out the second word unless they make a mistake. If a child mispronounces a word, model the sounding-out procedure and let the child repeat each step after you.

After all children in the group have had an opportunity to read their second word, return to individuals who made errors and give them another chance to read the word or words with which they had trouble. Give a child up to 5 opportunities to read each of the words correctly. Record X or √ on your master list for each attempt made on a word. Every time a child mispronounces a word, go through the sounding-out procedure with him. Do not count a response as correct until the child can read a word without any cues or prompts from you.

B. Nonsense Words:

Teacher: Now, look below the two lines on your sheet and you will see four nonsense words. If the words do not have the /ou/ in it, say no. If the silly, made up word does have /ou/, read it. Each of you will take a turn going down your whole list.

The teacher records responses on all four words, giving an X or √ for each response and correcting errors by focusing on the sounding-out procedure for misread words and pointing out the absence of the pattern in no words.

After each child has an opportunity to read his list, go back to individuals who made errors and give them up to 5 opportunities to read each of the words they missed or to say no correctly without assistance. Keep track of errors and correct responses on your master list. Make sure to emphasize the sounding-out procedure for misread words. Important: Once a child has read an item correctly, do not ask him to read it again.

IV. Pattern #2: sou

Follow demonstration procedure described under II.

Demonstration word: sour

sou_

sour

Use practice lists #2 following the procedure described in III above.

V. Pattern #3: fou

Follow demonstration procedure described under II.

Demonstration word: fount

fou__

fount

Use practice lists #3 following the procedure described in III above.

VI. Pattern #4: bou

Follow demonstration procedure described under II.

Demonstration word: bounce

bou___

bounce

Use practice lists #4 following the procedure described in III above.

Day 2: Review of Patterns and Transfer Practice for Non-Patterned Words

I. Introductory Activities

The teacher writes the following on the board:

fou___	bou___	sou___	pou___
fou___	bou___	sou___	pou___

Teacher: We practiced four different patterns that have the /ou/ sound in them. This pattern (pointing to fou) is /fou/. Repeat...

Response: /fou/

Teacher: If I add (write nd so that found appears on the board) the word is...

Response: found

Teacher: Now, if I add (write l after fou to make the word foul) the word is...

Response: foul (Teacher supplies the word if necessary)

The above procedure is repeated for the remaining three patterns. The words which should be generated from this review exercise are:

found	bout	south	pouch
foul	bound	sound	pout

II. Practice Sheet: Intermixed Patterns #1

A. Real Words

Teacher: Now we are going to practice these words mixed together. This may be hard at first, but you will have as many chances as you need to read the words correctly. We will repeat the word after you when you are right or help you out when you have trouble. Sound out the first word on your list in the way you have been taught.

Each student should read the first word on his list by sounding it out (i.e., /pou/; /pound/) and then reading the whole word. For subsequent words, students need to break down words only when they make an error.

When an error is made, model the blending procedure for the child and have him repeat each step after you. After all children have had an opportunity to read their list of real words, go back to the individuals who made mistakes. Give children up to 5 opportunities to read each of the words correctly. Record an X or ✓ on your master list for each attempt made on a word. Important: Do not count a response as correct until the child can read a word without any cues or prompts from you.

B. Nonsense Words

Once all children have read the real words correctly, give practice on the four nonsense words per child, correcting errors with the sounding-out procedure and giving all children a chance to read each item. Record X or ✓ on your master list for each attempt made on a word. Give each child up to 5 tries on each word. However, once a child has read a word correctly, do not call on him again for that word.

III. Practice Sheet: Intermixed Patterns #2

Follow the procedure described in II above

IV. Nonsense Baseball

Material: A deck of 10 cards with nonsense syllables containing ou

Teacher: Now we're going to divide into teams and play a game of nonsense baseball. Each player will get a turn at bat. If you sound out a word correctly and read it, you get a run for your team. If you make a mistake, a member of the other team gets a turn on the word. The team with the largest number of runs will win the game.

The teacher keeps track of the score on the board. Encourage the children to use the strategy of /initial consonant plus ou/-- /word ending/ which follows from previous instruction. You may go through the deck as many times as it takes for the children to read the words accurately and automatically.

Day 3: Application Practice and Weekly Posttest

I. Introductory Activities

Teacher: (holding up a deck of word cards) I've got the eight real words which we have practiced this week. Let's all read them together.

Go through the deck twice with the group. Make sure that the children are responding chorally.

II. Sentence Reading Practice

Pass out copies of the practice sentences for the ou unit. Have the children take turns reading the sentences. After an individual reads a sentence correctly, have the whole group repeat the sentence after him. Go through the sentences in the order listed on the practice sheet.

When a child stumbles over a word which does not contain the learned phonic element, supply the word. When a child makes an error on a word which contains the phonic element, model the sounding-out procedure and have him repeat each step after you. Then have the child read the entire sentence again.

(Short Break)

III. Unit Posttest on ou Words

A. Directions for Administration

Give the child the Child's Copy of Word Lists which is typed in large print. Read the following directions to him before he attempts each column:

Teacher: (before the child reads the first column of words) I am going to ask you to read a list of words. Some of the words we have practiced over the past week. Other words are not those that we practiced. Try hard to read the words we practiced. You can try to read the other words also, but don't feel badly if you don't know some of them.

Teacher: (before the child reads the second column) These words are not words that we practiced, but many of them have the sound that we learned during the past week. Try to sound out these words if they contain the sound we learned.

Teacher: (before the child attempts the third column) These are made-up words. They do not make sense. However, a lot of them can be sounded out. Try to sound them out as if they were real words, especially if they contain the sounds that you have practiced this week.

B. Recording

Please record what the child reads on the Posttest Answer Sheet for each child. Try to record as accurately as possible exactly what the child says for each word by spelling out his response phonetically on the line provided.

C. A Reminder

Collect the Child's Copy of Word Lists so that you may use it with your other students. Since this posttest should be administered individually, there is need for only one Child's Copy. Please make sure that the children read from the Child's Copy. The large print should facilitate optimal responses.

WEEK TWO: oo Unit

Day 1: Introductory Lesson

I. Introductory Activities

The teacher writes oo on the board.

Teacher: These letters together make the /oo/ sound. Do you hear /oo/ at the beginning of oops? (Children respond). Let's all take a turn and make the /oo/ sound.

Each student gets an opportunity to make the sound. If the student is correct, the teacher says: That's right, the sound is /oo/. If the student is incorrect, the teacher says: Listen again, the sound is /oo/. The student repeats the sound until he makes it accurately.

Teacher: Let's use a key word that begins with /oo/ to help us remember the sound. What is the first sound in ooze?

Choral response: /oo/

Teacher: Now, look at the board. You see a list of words. As I point to a word, say the /oo/ sound if the word has oo. Say no if the word does not have /oo/. Do not try to read the words.

Word List (write these words on the board)

roof	fool	lawn	food	moon	ship
hoop	darn	room	kick	boot	

II. Pattern #1: too

Use the word (toot) for demonstration purposes.

Teacher: You can use the /oo/ sound to figure out how to read new words. Let's take a word off the list (Teacher writes the following on the board):

toot

too_

toot

Teacher: (Pointing to the line with missing letters) These letters say /too/(exaggerate sounds while moving index finger below letters). Repeat...

Choral response: /too/

Teacher: Now say it faster: /too/ (moving finger below letters)

Response: /too/

Teacher: (moving finger below the whole word and saying the word slowly) /too/ /t/ -- repeat...

Response: /toot/

Teacher: Faster -- toot

Response: /toot/

Teacher: Who can tell me what the word toot means?

Response: (A volunteer defines the word or uses it in a sentence. If no child can define the word, the teacher supplies the meaning).

Teacher: Now, you do it yourself. (Pointing at first to the pattern alone and then to the whole word).

Response: /too/; /toot/

III. Practice Sheet #1: too

A. Real Words:

Give each student his own list of words and write the names of the students in the group on your master list for record keeping purposes.

Teacher: Each of you will have your own list. Write your name on the line above your list. Read the first word on your list by sounding it out the way we did toot -- /too/ /toot/. When you're right, we will say the word after you. If you have trouble, I will help you sound out the word.

Each child takes a turn sounding out and reading the first word on his list. If the child reads the word correctly, put a check (✓) next to the word on your master sheet. If he makes a mistake, mark an X and go through the sounding-out procedure on the word he missed, with the child repeating each step after you.

After each child has had a chance to read the first word on his list, go through a round with the second word on each child's list. It is not necessary for the children to sound out the second word unless they make a mistake. If a child mispronounces a word, model the sounding-out procedure and let the child repeat each step after you.

After all children in the group have had an opportunity to read their second word, return to individuals who made errors and give them another chance to read the word or words with which they had trouble. Give a child up to 5 opportunities to read each of the words correctly. Record X or ✓ on your master list for each attempt made on a word. Every time a child mispronounces a word, go through the sounding-out procedure with him. Do not count a response as correct until a child can read a word without any cues or prompts from you.

B. Nonsense Words

Teacher: Now, look below the two lines on your sheet and you will see four nonsense words. If the words do not have the /oo/ in it, say "no". If the silly, made-up word does have /oo/, read it. Each of you will take a turn going down your whole list.

The teacher records responses on all four words, giving an X or ✓ for each response and correcting errors by focusing on the sounding-out procedure for misread words and pointing out the absence of the pattern in "no" words.

After each child has an opportunity to read his list, go back to individuals who made errors and give them up to 5 opportunities to read each of the words they missed or to say "no"correctly without assistance. Keep track of errors and correct responses on your master list. Make sure to emphasize the sounding-out procedure for misread words. Important: Once a child has read an item correctly, do not ask him to read it again.

IV. Pattern #2: boo

Follow demonstration procedure described under II.

Demonstration word: boot

boo_

boot

Use practice lists #2 following the procedure described in III above.

V. Pattern #3: moo

Follow demonstration procedure described under II.

Demonstration word: moon

moo_

moon

Use practice lists #3 following the procedure described in III above.

VI. Pattern #4: poo

Follow demonstration procedure described under II.

Demonstration word: poop

poo_

poop

Use practice lists #4 following the procedure described in III above.

Day 2: Review of Patterns and Transfer Practice for Non-Patterned Words

I. Introductory Activities

The teacher writes the following on the board:

moo_	poo_	boo_	too_
moo_	poo_	boo_	too_

Teacher: We practiced four different patterns that have the /oo/ sound in them. This pattern (pointing to moo) is /moo/. Repeat...

Response: /moo/

Teacher: If I add (write ch so that mooch appears on the board) the word is ...

Response: mooch

Teacher: Now, if I add (write d after moo to make the word mood) the word is...

Response: mood (Teacher supplies the word if necessary)

The above procedure is repeated for the remaining three patterns. The words which should be generated from this review exercise are:

mooch	pool	boom	tooth
mood	pooch	booth	tool

II. Practice Sheet: Intermixed Patterns #1

A. Real Words

Teacher: Now we are going to practice these words mixed together. This may be hard at first, but you will have as many chances as you need to read the words correctly. We will repeat the word after you when you are right or help you when you have trouble. Sound out the first word on your list in the way you have been taught.

Each student should read the first word on his list by sounding it out (i.e., /too/; /toot/) and then reading the whole word. For subsequent words, students need to break down words only when they make an error.

When an error is made, model the blending procedure for the child and have him repeat each step after you. After all children have had an opportunity to read their list of real words, go back to the individuals who made mistakes. Give children up to 5 opportunities to read each of the words correctly. Record an X or ✓ on your master list for each attempt made on a word. Important: Do not count a response as correct until the child can read a word without any cues or prompts from you.

B. Nonsense Words

Once all children have read the real words correctly, give practice on the four nonsense words per child, correcting errors with the sounding-out procedure and give all children a chance to read each item. Record X or ✓ on your master list for each attempt made on a word. Give each child up to 5 tries on each word. However, once a child has read a word correctly, do not call on him again for that word.

III. Practice Sheet: Intermixed Patterns #2

Follow the procedures described in II above

IV. Nonsense Baseball

Materials: A deck of 10 cards with nonsense syllables containing oo

Teacher: Now we're going to divide into teams and play a game of nonsense baseball. Each player will get a turn at bat. If you sound out a word correctly and read it, you get a run for your team. If you make a mistake, a member of the other team gets a turn on the word. The team with the largest number of runs will win the game.

The teacher keeps track of the score on the board. Encourage the children to use the strategy of /initial consonant plus oo/ -- /word ending/ which follows from previous instruction. You may go through the deck as many times as it takes for the children to read the words accurately and automatically.

Day 3: Application Practice and Weekly Posttest

I. Introductory Activities

Teacher: (holding up a deck of word cards) I've got the eight real words which we have practiced this week. Let's all read them together.

Go through the deck twice with the group. Make sure that the children are responding chorally.

II. Sentence Reading Practice

Pass out copies of the practice sentences for the oo unit. Have the children take turns reading the sentences. After an individual reads a sentence correctly, have the whole group repeat the sentence after him. Go through the sentences in the order listed on the practice sheet.

When a child stumbles over a word which does not contain the learned phonic element, supply the word. When a child makes an error on a word which contains the phonic element, model the sounding-out procedure and have him repeat each step after you. Then have the child read the entire sentence again.

(Short Break)

III. Unit Posttest on oo Words

A. Directions for Administration

Give the child the Child's Copy of Word Lists which is typed in large print. Read the following directions to him before he attempts each column:

Teacher: (before the child reads the first column of words) I am going to ask you to read a list of words. Some of the words we have practiced over the past week. Other words are not those that we practiced. Try hard to read the words we practiced. You can try to read the other words also, but don't feel badly if you don't know some of them.

Teacher: (before the child reads the second column) These words are not words we practiced, but many of them have the sound that we learned during the past week. Try to sound out these words if they contain the sound we learned.

Teacher: (before the child attempts the third column) These are made-up words. They do not make sense. However, a lot of them can be sounded out. Try to sound them out as if they were real words, especially if they contain the sounds that you have practiced this week.

B. Recording

Please record what the child reads on the Posttest Answer Sheet for each child. Try to record as accurately as possible exactly what the child says for each word by spelling out his response phonetically on the line provided.

C. A Reminder

Collect the Child's Copy of Word Lists so that you may use it with your other students. Since this posttest should be administered individually there is need for only one Child's Copy. The large print should facilitate optimal responses.

Week Three: Integration of Two Phonic Elements

Day 1: Review of ou and oo Words

I. Introductory Activities: Review of Two Separate Word Lists

Teacher: Today we are going to review /ou/ words and /oo/ words. We will take turns reading the first word on our lists.

II. Practice Lists #1: Review of ou Words

Each child takes a turn reading the first word on his list. Mark an X on your master sheet for each error and a ✓ for each correct response. If the child makes a mistake, model the sounding-out procedure using the word he misread, with the child repeating each step after you (e.g. /pou/; /pound/).

After each child has had a chance to read the first word on his list, go through the lists, asking children to read their second word. If mistakes are made, model the sounding-out procedure using the misread word, with the child repeating each step after you. Continue through the first four words on each list. After all students have had an opportunity to read words 1-4, return to individuals who made errors and give them up to 5 opportunities to read misread words correctly. Every time the child mispronounces the word, go through the sounding-out procedure with him. Do not count a response as correct until the child can read the word without your assistance. Keep track of errors per word (X) as well as correct responses (✓) on your master sheet. Once a word is read correctly, do not ask the child to read it again.

Proceed with words 5-8 in the manner described above.

III. Practice Lists #2: Review of oo Words

Directions are the same as described under II above.

Day 2: Intermixed Word Lists and Nonsense Word Practice

I. Introductory Activities

Teacher: Today, we are going to mix /ou/ words with /oo/ words. Before we read the words, let's get some practice sharpening up our eyes and ears for the letters and sounds.

The teacher takes out a deck of cards. Deck One contains 5 copies of the word pooch and 5 copies of the word pouch.

Teacher: Now this is tricky (holding up one copy of each word). These words are very much alike, but look closely and read this one (holding up one of the words)...good. Now we're going to read this one (holding up the second word)...good. Let's take turns reading a whole deck of these two words.

Make sure that each student can read the deck accurately. When the group has completed this activity, move on to the second deck. Deck Two contains 5 copies of the word bood and 5 copies of the word boud.

Teacher: Now we'll look at these trick words (holding up a copy of each word). These are made-up, silly words. This one is (holding up one of the words) ...good; now read this one (holding up the second word)... good. Now we're going to take turns reading a deck of these two words. Each person will practice until he can read the whole deck.

II. Practice List #1: ou and oo Words Mixed

Each child takes a turn reading the first word on his list. Mark an X on your master sheet for each error and a √ for each correct response. If the child makes a mistake, model the sounding-out procedure using the misread word, with the child repeating each step after you.

After each child has had a chance to read the first word on his list, go through the lists, asking children to read their second word. If mistakes are made, model the sounding-out procedure using the word he misread, with the child repeating each step after you. Continue with the first four words on the lists. After all students have had an opportunity to read words 1-4, return to individuals who made errors and give them up to 5 opportunities to read words that they missed correctly. Every time a child mispronounces a word, go through the sounding-out procedure with him. Do not count a response as correct until the child can read the word without your assistance. Keep track of errors per word (X) as well as correct responses (√) on your master sheet. Once a word is read correctly, do not ask the child to read it again.

Proceed with words 5-8 in the above manner.

III. Practice List #2: ou and oo Words Mixed

Directions are the same as described under II. above.

IV. Nonsense Baseball

Take out the two decks of nonsense word cards (10 oo words and 10 ou words), intermix them, and play the baseball game.

Teacher: Now we're going to play baseball with silly, made-up words. Let's divide into teams. Each player will get a turn at bat. If you sound out a word correctly and read it, you get a run for your team. If you make a mistake, a member of the other team gets a turn on the word. The team with the largest number of runs will win the game.

The teacher keeps track of the score on the board. Encourage children to use the strategy of /initial consonant plus vowel combination/word ending/ which follows from the instruction. You may go through the deck as many times as it takes for the children to read the words smoothly and accurately.

Day 3: Application Practice and Posttest

I. Introductory Activities

Teacher: I've got the sixteen real words which we've been practicing (holding up a deck of word cards). Let's read them together.

Go through the deck twice with the children responding chorally.

II. Sentence Reading Practice (Sentences Contain oo and ou Words)

Alternate turns for sentence reading. After an individual student reads a sentence, have the group repeat the sentence after him. Go through the sentences in the order listed on the practice sheets.

When a child stumbles over a word which does not contain the learned phonic element, supply the word. When a child makes an error on a word which contains a learned element, model the sounding-out procedure and have him repeat each step after you. Then have the student read the entire sentence again. Have the student repeat the sentence until he can read it smoothly.

(Break)

III. Unit Posttest

A. Directions for Administration

Give the child the Child's Copy of Word Lists which is typed in large print. Read the following directions to him before he attempts each page:

Teacher: (before the child reads the first page of words)
I am going to ask you to read a list of words. These are words which we have practiced over the past few weeks. Try to read all of them.

Teacher: (before the child reads the second page of words)
These are not words which we have practiced, but they contain the sounds that we learned during the past weeks. Try to sound out these words.

Teacher: (before the child reads the third page of words)
These are made-up words. They do not make sense. However, they can be sounded out as if they were real words. Try to read them.

Teacher: (before the child attempts the sentences) Please read these sentences.

B. Recording

Please record what the child says on the Posttest Answer Sheet for each child. Try to record as accurately as possible by spelling out responses phonetically on the lines provided. To record responses on sentence reading, write word substitutions or additions above the appropriate part of the sentence. Cross out any word which the child leaves out or skips.

C. A Reminder

Collect the Child's Copy of Word Lists so that you may use it with your other students. Since this posttest should be administered individually, there is need for only one Child's Copy. The large print should facilitate optimal responses.

Teacher's Recording Sheets
PHONICS (OU AND OO)

Research Institute for the
Study of Learning Disabilities
Teachers College, Columbia University

© 1980
Experimental Form

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. pou t and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

_____ (pupil's name)		_____ (pupil's name)		_____ (pupil's name)		_____ (pupil's name)		_____ (pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. pout	☐☐☐☐☐	1. pouch	☐☐☐☐☐	1. pout	☐☐☐☐☐	1. pout	☐☐☐☐☐	1. pouch	☐☐☐☐☐
2. pouch	☐☐☐☐☐	2. pout	☐☐☐☐☐	2. pouch	☐☐☐☐☐	2. pouch	☐☐☐☐☐	2. pout	☐☐☐☐☐
3. pouv	☐☐☐☐☐	3. poug	☐☐☐☐☐	3. peeb	☐☐☐☐☐	3. pouv	☐☐☐☐☐	3. poug	☐☐☐☐☐
4. peav	☐☐☐☐☐	4. peeg	☐☐☐☐☐	4. poub	☐☐☐☐☐	4. peav	☐☐☐☐☐	4. peeg	☐☐☐☐☐
5. pouz	☐☐☐☐☐	5. poin	☐☐☐☐☐	5. paik	☐☐☐☐☐	5. pouz	☐☐☐☐☐	5. poin	☐☐☐☐☐
6. paaz	☐☐☐☐☐	6. poun	☐☐☐☐☐	6. pouk	☐☐☐☐☐	6. paaz	☐☐☐☐☐	6. poun	☐☐☐☐☐

Time taken to complete this sheet _____ minutes

ou

Day 1 - Pattern 1 (pou)

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. sou nd and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. sound	☐☐☐☐☐	1. south	☐☐☐☐☐	1. sound	☐☐☐☐☐	1. sound	☐☐☐☐☐	1. south	☐☐☐☐☐
2. south	☐☐☐☐☐	2. sound	☐☐☐☐☐	2. south	☐☐☐☐☐	2. south	☐☐☐☐☐	2. sound	☐☐☐☐☐
3. soug	☐☐☐☐☐	3. seeb	☐☐☐☐☐	3. souv	☐☐☐☐☐	3. soug	☐☐☐☐☐	3. seeb	☐☐☐☐☐
4. seag	☐☐☐☐☐	4. soub	☐☐☐☐☐	4. seav	☐☐☐☐☐	4. seag	☐☐☐☐☐	4. soub	☐☐☐☐☐
5. soin	☐☐☐☐☐	5. saik	☐☐☐☐☐	5. souz	☐☐☐☐☐	5. soin	☐☐☐☐☐	5. saik	☐☐☐☐☐
6. soun	☐☐☐☐☐	6. souk	☐☐☐☐☐	6. saaz	☐☐☐☐☐	6. soun	☐☐☐☐☐	6. souk	☐☐☐☐☐

Time taken to complete this sheet _____ minutes

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. fou nd and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)
TRIALS 1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. found ☐☐☐☐☐	1. foul ☐☐☐☐☐	1. found ☐☐☐☐☐	1. found ☐☐☐☐☐	1. foul ☐☐☐☐☐
2. foul ☐☐☐☐☐	2. found ☐☐☐☐☐	2. foul ☐☐☐☐☐	2. foul ☐☐☐☐☐	2. found ☐☐☐☐☐
3. foub ☐☐☐☐☐	3. feav ☐☐☐☐☐	3. foug ☐☐☐☐☐	3. foub ☐☐☐☐☐	3. feav ☐☐☐☐☐
4. fouk ☐☐☐☐☐	4. fouv ☐☐☐☐☐	4. feeg ☐☐☐☐☐	4. fouk ☐☐☐☐☐	4. fouv ☐☐☐☐☐
5. faik ☐☐☐☐☐	5. fouz ☐☐☐☐☐	5. foin ☐☐☐☐☐	5. faik ☐☐☐☐☐	5. fouz ☐☐☐☐☐
6. feeb ☐☐☐☐☐	6. faaz ☐☐☐☐☐	6. foun ☐☐☐☐☐	6. feeb ☐☐☐☐☐	6. faaz ☐☐☐☐☐

Time taken to complete this sheet _____ minutes

ou

Day 1 - Pattern 3 (fou)

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. bou t and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)
TRIALS 1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. bout ☐☐☐☐☐	1. bound ☐☐☐☐☐	1. bout ☐☐☐☐☐	1. bout ☐☐☐☐☐	1. bound ☐☐☐☐☐
2. bound ☐☐☐☐☐	2. bout ☐☐☐☐☐	2. bound ☐☐☐☐☐	2. bound ☐☐☐☐☐	2. bout ☐☐☐☐☐
3. bouv ☐☐☐☐☐	3. boug ☐☐☐☐☐	3. beeb ☐☐☐☐☐	3. bouv ☐☐☐☐☐	3. boug ☐☐☐☐☐
4. beav ☐☐☐☐☐	4. beeg ☐☐☐☐☐	4. boub ☐☐☐☐☐	4. beav ☐☐☐☐☐	4. beeg ☐☐☐☐☐
5. bouz ☐☐☐☐☐	5. boin ☐☐☐☐☐	5. baik ☐☐☐☐☐	5. bouz ☐☐☐☐☐	5. boin ☐☐☐☐☐
6. baaz ☐☐☐☐☐	6. boun ☐☐☐☐☐	6. bouk ☐☐☐☐☐	6. baaz ☐☐☐☐☐	6. boun ☐☐☐☐☐

Time taken to complete this sheet _____ minutes

ou

Day 1 - Pattern 4 (bou)

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. pou t and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

(pupil's name)						(pupil's name)						(pupil's name)						(pupil's name)						(pupil's name)					
TRIALS	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
1. pout						1. bout						1. sound						1. pout						1. bout					
2. sound						2. foul						2. bout						2. sound						2. foul					
3. foul						3. sound						3. foul						3. foul						3. sound					
4. bout						4. pout						4. pout						4. bout						4. pout					
5. poug						5. bouz						5. soub						5. poug						5. bouz					
6. souk						6. fouk						6. fouv						6. souk						6. fouk					
7. fouz						7. soun						7. pouz						7. fouz						7. soun					
8. boun						8. pouv						8. bouz						8. boun						8. pouv					

Time taken to complete this sheet _____ minutes

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. bou nd and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. bound	☐☐☐☐☐	1. pouch	☐☐☐☐☐	1. south	☐☐☐☐☐	1.bound	☐☐☐☐☐	1.pouch	☐☐☐☐☐
2. south	☐☐☐☐☐	2. found	☐☐☐☐☐	2. found	☐☐☐☐☐	2.south	☐☐☐☐☐	2.found	☐☐☐☐☐
3. found	☐☐☐☐☐	3. south	☐☐☐☐☐	3. pouch	☐☐☐☐☐	3.found	☐☐☐☐☐	3.south	☐☐☐☐☐
4. pouch	☐☐☐☐☐	4. bound	☐☐☐☐☐	4. bound	☐☐☐☐☐	4.pouch	☐☐☐☐☐	4.bound	☐☐☐☐☐
5. poun	☐☐☐☐☐	5. pouz	☐☐☐☐☐	5. fouk	☐☐☐☐☐	5.poun	☐☐☐☐☐	5.pouz	☐☐☐☐☐
6. soub	☐☐☐☐☐	6. boun	☐☐☐☐☐	6. bouv	☐☐☐☐☐	6.soub	☐☐☐☐☐	6.boun	☐☐☐☐☐
7. fouv	☐☐☐☐☐	7. foug	☐☐☐☐☐	7. pouv	☐☐☐☐☐	7.fouv	☐☐☐☐☐	7.foug	☐☐☐☐☐
8. boug	☐☐☐☐☐	8. souz	☐☐☐☐☐	8. soug	☐☐☐☐☐	8.boug	☐☐☐☐☐	8.souz	☐☐☐☐☐

Time taken to complete this sheet _____ minutes

1. I found it.
2. It is a pouch.
3. There is no sound.
4. The boys pout.
5. A bout is bad.
6. He is in the south.
7. That is a foul ball.
8. The dogs are bound.
9. I found a pouch.

10. There is a sound in the south.
11. We pout when we foul.
12. The bout was in the south.
13. They bound and foul out.
14. A pout makes no sound.
15. The dogs are not bound in a bout.
16. The pouch was foul.
17. The girl found the south.
18. That was a foul bout.

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. too th and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)
TRIALS 1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. tooth ☐☐☐☐☐	1. tool ☐☐☐☐☐	1. tooth ☐☐☐☐☐	1. tooth ☐☐☐☐☐	1. tool ☐☐☐☐☐
2. tool ☐☐☐☐☐	2. tooth ☐☐☐☐☐	2. tool ☐☐☐☐☐	2. tool ☐☐☐☐☐	2. tooth ☐☐☐☐☐
3. toov ☐☐☐☐☐	3. toog ☐☐☐☐☐	3. teed ☐☐☐☐☐	3. toov ☐☐☐☐☐	3. toog ☐☐☐☐☐
4. teav ☐☐☐☐☐	4. teeg ☐☐☐☐☐	4. tood ☐☐☐☐☐	4. teav ☐☐☐☐☐	4. teeg ☐☐☐☐☐
5. tooz ☐☐☐☐☐	5. toif ☐☐☐☐☐	5. taim ☐☐☐☐☐	5. tooz ☐☐☐☐☐	5. toif ☐☐☐☐☐
6. taaz ☐☐☐☐☐	6. toof ☐☐☐☐☐	6. toom ☐☐☐☐☐	6. taaz ☐☐☐☐☐	6. toof ☐☐☐☐☐

Time taken to complete this sheet _____ minutes

oo

Day 1 - Pattern 1 (too)

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. boo m and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. boom	☐☐☐☐☐	1. booth	☐☐☐☐☐	1. boom	☐☐☐☐☐	1. boom	☐☐☐☐☐	1. booth	☐☐☐☐☐
2. booth	☐☐☐☐☐	2. boom	☐☐☐☐☐	2. booth	☐☐☐☐☐	2. booth	☐☐☐☐☐	2. boom	☐☐☐☐☐
3. boog	☐☐☐☐☐	3. beel	☐☐☐☐☐	3. boov	☐☐☐☐☐	3. boog	☐☐☐☐☐	3. beel	☐☐☐☐☐
4. beeg	☐☐☐☐☐	4. bool	☐☐☐☐☐	4. beav	☐☐☐☐☐	4. beeg	☐☐☐☐☐	4. bool	☐☐☐☐☐
5. boin	☐☐☐☐☐	5. baid	☐☐☐☐☐	5. boop	☐☐☐☐☐	5. boin	☐☐☐☐☐	5. baid	☐☐☐☐☐
6. boon	☐☐☐☐☐	6. bood	☐☐☐☐☐	6. baap	☐☐☐☐☐	6. boon	☐☐☐☐☐	6. bood	☐☐☐☐☐

Time taken to complete this sheet _____ minutes

oo

Day 1 - Pattern 2 (boo)

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. moo ch and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)
TRIALS 1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. mooch ☐☐☐☐☐	1. mood ☐☐☐☐☐	1. mooch ☐☐☐☐☐	1. mooch ☐☐☐☐☐	1. mood ☐☐☐☐☐
2. mood ☐☐☐☐☐	2. mooch ☐☐☐☐☐	2. mood ☐☐☐☐☐	2. mood ☐☐☐☐☐	2. mooch ☐☐☐☐☐
3. maif ☐☐☐☐☐	3. moop ☐☐☐☐☐	3. moof ☐☐☐☐☐	3. maif ☐☐☐☐☐	3. moop ☐☐☐☐☐
4. moof ☐☐☐☐☐	4. meep ☐☐☐☐☐	4. moog ☐☐☐☐☐	4. moof ☐☐☐☐☐	4. meep ☐☐☐☐☐
5. mool ☐☐☐☐☐	5. meev ☐☐☐☐☐	5. maig ☐☐☐☐☐	5. mool ☐☐☐☐☐	5. meev ☐☐☐☐☐
6. miel ☐☐☐☐☐	6. moov ☐☐☐☐☐	6. moif ☐☐☐☐☐	6. miel ☐☐☐☐☐	6. moov ☐☐☐☐☐

Time taken to complete this sheet _____ minutes

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. poo l and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. pool	☐☐☐☐☐	1. pooch	☐☐☐☐☐	1. pool	☐☐☐☐☐	1. pool	☐☐☐☐☐	1. pooch	☐☐☐☐☐
2. pooch	☐☐☐☐☐	2. pool	☐☐☐☐☐	2. pooch	☐☐☐☐☐	2. pooch	☐☐☐☐☐	2. pool	☐☐☐☐☐
3. poog	☐☐☐☐☐	3. poid	☐☐☐☐☐	3. poov	☐☐☐☐☐	3. poog	☐☐☐☐☐	3. poid	☐☐☐☐☐
4. peag	☐☐☐☐☐	4. pood	☐☐☐☐☐	4. peav	☐☐☐☐☐	4. peag	☐☐☐☐☐	4. pood	☐☐☐☐☐
5. pooz	☐☐☐☐☐	5. poon	☐☐☐☐☐	5. pait	☐☐☐☐☐	5. pooz	☐☐☐☐☐	5. poon	☐☐☐☐☐
6. paaz	☐☐☐☐☐	6. pean	☐☐☐☐☐	6. poot	☐☐☐☐☐	6. paaz	☐☐☐☐☐	6. pean	☐☐☐☐☐

Time taken to complete this sheet _____ minutes

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. too l and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. tool	☐☐☐☐☐	1. pooch	☐☐☐☐☐	1. booth	☐☐☐☐☐	1. tool	☐☐☐☐☐	1. pooch	☐☐☐☐☐
2. booth	☐☐☐☐☐	2. mood	☐☐☐☐☐	2. pooch	☐☐☐☐☐	2. booth	☐☐☐☐☐	2. mood	☐☐☐☐☐
3. mood	☐☐☐☐☐	3. booth	☐☐☐☐☐	3. mood	☐☐☐☐☐	3. mood	☐☐☐☐☐	3. booth	☐☐☐☐☐
4. pooch	☐☐☐☐☐	4. tool	☐☐☐☐☐	4. tool	☐☐☐☐☐	4. pooch	☐☐☐☐☐	4. tool	☐☐☐☐☐
5. toom	☐☐☐☐☐	5. poov	☐☐☐☐☐	5. boon	☐☐☐☐☐	5. toom	☐☐☐☐☐	5. poov	☐☐☐☐☐
6. boov	☐☐☐☐☐	6. moog	☐☐☐☐☐	6. moof	☐☐☐☐☐	6. boov	☐☐☐☐☐	6. moog	☐☐☐☐☐
7. moof	☐☐☐☐☐	7. boop	☐☐☐☐☐	7. tooz	☐☐☐☐☐	7. moof	☐☐☐☐☐	7. boop	☐☐☐☐☐
8. poot	☐☐☐☐☐	8. tood	☐☐☐☐☐	8. poov	☐☐☐☐☐	8. poot	☐☐☐☐☐	8. tood	☐☐☐☐☐

Time taken to complete this sheet _____ **minutes**

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. too th and then the whole word.

For nonsense words, the pupil reads the word with the "Lesson Vowel" and says "NO" to all other words.

(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)
TRIALS 1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. tooth ☐☐☐☐☐	1. pool ☐☐☐☐☐	1. boom ☐☐☐☐☐	1. tooth ☐☐☐☐☐	1. pool ☐☐☐☐☐
2. boom ☐☐☐☐☐	2. mooch ☐☐☐☐☐	2. pool ☐☐☐☐☐	2. boom ☐☐☐☐☐	2. mooch ☐☐☐☐☐
3. mooch ☐☐☐☐☐	3. boom ☐☐☐☐☐	3. mooch ☐☐☐☐☐	3. mooch ☐☐☐☐☐	3. boom ☐☐☐☐☐
4. pool ☐☐☐☐☐	4. tooth ☐☐☐☐☐	4. tooth ☐☐☐☐☐	4. pool ☐☐☐☐☐	4. tooth ☐☐☐☐☐
5. toog ☐☐☐☐☐	5. pooz ☐☐☐☐☐	5. bool ☐☐☐☐☐	5. toog ☐☐☐☐☐	5. pooz ☐☐☐☐☐
6. bool ☐☐☐☐☐	6. moof ☐☐☐☐☐	6. toof ☐☐☐☐☐	6. bool ☐☐☐☐☐	6. moof ☐☐☐☐☐
7. moov ☐☐☐☐☐	7. boog ☐☐☐☐☐	7. mool ☐☐☐☐☐	7. moov ☐☐☐☐☐	7. boog ☐☐☐☐☐
8. poon ☐☐☐☐☐	8. tooz ☐☐☐☐☐	8. poon ☐☐☐☐☐	8. poon ☐☐☐☐☐	8. tooz ☐☐☐☐☐

Time taken to complete this sheet _____ minutes

1. I have a tooth.
2. The boom is big.
3. I mooch cake.
4. A dog is a pooch.
5. The pool is big.
6. I call from a booth.
7. This is a tool.
8. I am in a bad mood.
9. The tooth puts me in a bad mood.
10. I go in the pool with a tool.
11. The pooch has a booth.
12. I mooch a tool from him.
13. The boom makes my tooth hurt.
14. Give the tool to the pooch.
15. The pooch likes the pool.
16. There is a boom in the booth.
17. We mooch the booth from him.
18. The pooch is in a bad mood.

oo
Day 3 - Sentence Practice

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. fou nd and then the whole word.

Teacher's Name _____

School _____

City _____ State _____

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. found	☐☐☐☐☐	1. south	☐☐☐☐☐	1. pouch	☐☐☐☐☐	1. found	☐☐☐☐☐	1. south	☐☐☐☐☐
2. bout	☐☐☐☐☐	2. found	☐☐☐☐☐	2. south	☐☐☐☐☐	2. bout	☐☐☐☐☐	2. found	☐☐☐☐☐
3. south	☐☐☐☐☐	3. pouch	☐☐☐☐☐	3. bout	☐☐☐☐☐	3. south	☐☐☐☐☐	3. pouch	☐☐☐☐☐
4. pouch	☐☐☐☐☐	4. bout	☐☐☐☐☐	4. found	☐☐☐☐☐	4. pouch	☐☐☐☐☐	4. bout	☐☐☐☐☐
5. sound	☐☐☐☐☐	5. foul	☐☐☐☐☐	5. pout	☐☐☐☐☐	5. sound	☐☐☐☐☐	5. foul	☐☐☐☐☐
6. bound	☐☐☐☐☐	6. pout	☐☐☐☐☐	6. foul	☐☐☐☐☐	6. bound	☐☐☐☐☐	6. pout	☐☐☐☐☐
7. foul	☐☐☐☐☐	7. sound	☐☐☐☐☐	7. bound	☐☐☐☐☐	7. foul	☐☐☐☐☐	7. sound	☐☐☐☐☐
8. pout	☐☐☐☐☐	8. bound	☐☐☐☐☐	8. sound	☐☐☐☐☐	8. pout	☐☐☐☐☐	8. bound	☐☐☐☐☐

Time taken to complete this sheet _____ minutes

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. moo ch and then the whole word.

(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)
TRIALS 1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. mooch ☐☐☐☐☐	1. tooth ☐☐☐☐☐	1. boom ☐☐☐☐☐	1. mooch ☐☐☐☐☐	1. tooth ☐☐☐☐☐
2. pool ☐☐☐☐☐	2. boom ☐☐☐☐☐	2. pool ☐☐☐☐☐	2. pool ☐☐☐☐☐	2. boom ☐☐☐☐☐
3. boom ☐☐☐☐☐	3. pool ☐☐☐☐☐	3. mooch ☐☐☐☐☐	3. boom ☐☐☐☐☐	3. pool ☐☐☐☐☐
4. tooth ☐☐☐☐☐	4. mooch ☐☐☐☐☐	4. tooth ☐☐☐☐☐	4. tooth ☐☐☐☐☐	4. mooch ☐☐☐☐☐
5. mood ☐☐☐☐☐	5. tool ☐☐☐☐☐	5. pooch ☐☐☐☐☐	5. mood ☐☐☐☐☐	5. tool ☐☐☐☐☐
6. pooch ☐☐☐☐☐	6. booth ☐☐☐☐☐	6. booth ☐☐☐☐☐	6. pooch ☐☐☐☐☐	6. booth ☐☐☐☐☐
7. booth ☐☐☐☐☐	7. pooch ☐☐☐☐☐	7. mood ☐☐☐☐☐	7. booth ☐☐☐☐☐	7. pooch ☐☐☐☐☐
8. tool ☐☐☐☐☐	8. mood ☐☐☐☐☐	8. tool ☐☐☐☐☐	8. tool ☐☐☐☐☐	8. mood ☐☐☐☐☐

Time taken to complete this sheet _____ minutes

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. fou nd and then the whole word.

Teacher's Name _____

School _____

City _____ **State** _____

(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)	(pupil's name)
TRIALS 1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1. found ☐☐☐☐☐	1. pouch ☐☐☐☐☐	1. south ☐☐☐☐☐	1. found ☐☐☐☐☐	1. pouch ☐☐☐☐☐
2. mooch ☐☐☐☐☐	2. boom ☐☐☐☐☐	2. found ☐☐☐☐☐	2. mooch ☐☐☐☐☐	2. boom ☐☐☐☐☐
3. pool ☐☐☐☐☐	3. tooth ☐☐☐☐☐	3. tooth ☐☐☐☐☐	3. pool ☐☐☐☐☐	3. tooth ☐☐☐☐☐
4. bout ☐☐☐☐☐	4. south ☐☐☐☐☐	4. mooch ☐☐☐☐☐	4. bout ☐☐☐☐☐	4. south ☐☐☐☐☐
5. south ☐☐☐☐☐	5. bout ☐☐☐☐☐	5. pool ☐☐☐☐☐	5. south ☐☐☐☐☐	5. bout ☐☐☐☐☐
6. tooth ☐☐☐☐☐	6. pool ☐☐☐☐☐	6. boom ☐☐☐☐☐	6. tooth ☐☐☐☐☐	6. pool ☐☐☐☐☐
7. boom ☐☐☐☐☐	7. mooch ☐☐☐☐☐	7. bout ☐☐☐☐☐	7. boom ☐☐☐☐☐	7. mooch ☐☐☐☐☐
8. pouch ☐☐☐☐☐	8. found ☐☐☐☐☐	8. pouch ☐☐☐☐☐	8. pouch ☐☐☐☐☐	8. found ☐☐☐☐☐

Time taken to complete this sheet _____ **minutes**

Integration of ou and oo
Day 2 - ou and oo Words 1

Teacher's Name _____

School _____

City _____ State _____

REMINDERS:

Maximum of 5 trials for any particular word.

When word is read correctly, do NOT ask the pupil to read that word again.

For first word, first trial, pupil should read word in segments: e.g. sou nd and then the whole word.

(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)		(pupil's name)	
TRIALS	1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5		1 2 3 4 5
1. sound	☐☐☐☐☐	1. foul	☐☐☐☐☐	1. mood	☐☐☐☐☐	1. sound	☐☐☐☐☐	1. foul	☐☐☐☐☐
2. mood	☐☐☐☐☐	2. pooch	☐☐☐☐☐	2. bound	☐☐☐☐☐	2. mood	☐☐☐☐☐	2. pooch	☐☐☐☐☐
3. bound	☐☐☐☐☐	3. booth	☐☐☐☐☐	3. tool	☐☐☐☐☐	3. bound	☐☐☐☐☐	3. booth	☐☐☐☐☐
4. pooch	☐☐☐☐☐	4. pout	☐☐☐☐☐	4. sound	☐☐☐☐☐	4. pooch	☐☐☐☐☐	4. pout	☐☐☐☐☐
5. foul	☐☐☐☐☐	5. sound	☐☐☐☐☐	5. pout	☐☐☐☐☐	5. foul	☐☐☐☐☐	5. sound	☐☐☐☐☐
6. booth	☐☐☐☐☐	6. tool	☐☐☐☐☐	6. booth	☐☐☐☐☐	6. booth	☐☐☐☐☐	6. tool	☐☐☐☐☐
7. pout	☐☐☐☐☐	7. bound	☐☐☐☐☐	7. pooch	☐☐☐☐☐	7. pout	☐☐☐☐☐	7. bound	☐☐☐☐☐
8. tool	☐☐☐☐☐	8. mood	☐☐☐☐☐	8. foul	☐☐☐☐☐	8. tool	☐☐☐☐☐	8. mood	☐☐☐☐☐

Time taken to complete this sheet _____ **minutes**

1. My pooch was in a bout.

2. There is a sound in the booth.

3. I pout when I am in a bad mood.

4. The tool is by the pool.

5. I found a big tooth.

6. We are bound for the south.

7. I mooch a pouch from her.

8. The boom is foul.

Integration of ou and oo
Day 3 - Sentence Practice

Children's Practice Materials

PHONICS (OU AND OO)

Research Institute for the
Study of Learning Disabilities
Teachers College, Columbia University

© 1980
Experimental Form

1. pout	1. pouch	1. pout	1. pout	1. pouch	1. pout
2. pouch	2. pout	2. pouch	2. pouch	2. pout	2. pouch
3. pouv	3. poug	3. peeb	3. pouv	3. poug	3. peeb
4. peav	4. peeg	4. poub	4. peav	4. peeg	4. poub
5. pouz	5. poin	5. paik	5. pouz	5. poin	5. paik
6. paaz	6. poun	6. pouk	6. paaz	6. poun	6. pouk

1. sound	1. south	1. sound	1. sound	1. south	1. sound
2. south	2. sound	2. south	2. south	2. sound	2. south
3. soug	3. seeb	3. souv	3. soug	3. seeb	3. souv
4. seag	4. soub	4. seav	3. seag	4. soub	4. seav
5. soin	5. saik	5. souz	5. soin	5. saik	5. souz
6. soun	6. souk	6. saaz	6. soun	6. souk	6. saaz

ou Unit
Day 1 - Pattern #2 (sou)

1. found	1. foul	1. found	1. found	1. foul	1. found
2. foul	2. found	2. foul	2. foul	2. found	2. foul
3. foub	3. feav	3. foug	3. foub	3. feav	3. foug
4. fouk	4. fouv	4. feeg	4. fouk	4. fouv	4. feeg
5. faik	5. fouz	5. foin	5. faik	5. fouz	5. foin
6. feeb	6. faaz	6. foun	6. feeb	6. faaz	6. foun

ou Unit
Day 1 - Pattern #3 (fou)

1. bout	1. bound	1. bout	1. bout	1. bound	1. bout
2. bound	2. bout	2. bound	2. bound	2. bout	2. bound
3. bouv	3. boug	3. beeb	3. bouv	3. boug	3. beeb
4. beav	4. beeg	4. boub	4. beav	4. beeg	4. boub
5. bouz	5. boin	5. baik	5. bouz	5. boin	5. baik
6. baaz	6. boun	6. bouk	6. baaz	6. boun	6. bouk

1. pout	1. bout	1. sound	1. pout	1. bout	1. sound
2. sound	2. foul	2. bout	2. sound	2. foul	2. bout
3. foul	3. sound	3. foul	3. foul	3. sound	3. foul
4. bout	4. pout	4. pout	4. bout	4. pout	4. pout
5. poug	5. bouz	5. soub	5. poug	5. bouz	5. soub
6. souk	6. fouk	6. fouv	6. souk	6. fouk	6. fouv
7. fouz	7. soun	7. pouz	7. fouz	7. soun	7. pouz
8. boun	8. pouv	8. bouz	8. boun	8. pouv	8. bouz

1. bound	1. pouch	1. south	1. bound	1. pouch	1. south
2. south	2. found	2. found	2. south	2. found	2. found
3. found	3. south	3. pouch	3. found	3. south	3. pouch
4. pouch	4. bound	4. bound	4. pouch	4. bound	4. bound
5. poun	5. pouz	5. fouk	5. poun	5. pouz	5. fouk
6. soub	6. boun	6. bouv	6. soub	6. boun	6. bouv
7. fouv	7. foug	7. pouv	7. fouv	7. foug	7. pouv
8. boug	8. souz	8. soug	8. boug	8. souz	8. soug

1. I found it.

2. It is a pouch.

3. There is no sound.

4. The boys pout.

5. A bout is bad.

6. He is in the south.

7. That is a foul ball.

8. The dogs are bound.

9. I found a pouch.

10. There is a sound in the south.

11. We pout when we foul.

12. The bout was in the south.

13. They bound and foul out.

14. A pout makes no sound.

15. The dogs are not bound in a bout.

16. The pouch was foul.

17. The girl found the south.

18. That was a foul bout.

1. tooth	1. tool	1. tooth	1. tooth	1. tool	1. tooth
2. tool	2. tooth	2. tool	2. tool	2. tooth	2. tool
3. toov	3. toog	3. teed	3. toov	3. toog	3. teed
4. teav	4. teeg	4. tood	4. teav	4. teeg	4. tood
5. tooz	5. toif	5. taim	5. tooz	5. toif	5. taim
6. taaz	6. toof	6. toom	6. taaz	6. toof	6. toom

<u>oo</u> Unit
Day 1 - Pattern #1 (<u>too</u>)

1. boom	1. booth	1. boom	1. boom	1. booth	1. boom
2. booth	2. boom	2. booth	2. booth	2. boom	2. booth
3. boog	3. beel	3. boov	3. boog	3. beel	3. boov
4. beeg	4. bool	4. beav	4. beeg	4. bool	4. beav
5. boin	5. baid	5. boop	5. boin	5. baid	5. baap
6. boon	6. bood	6. baap	6. boon	6. bood	6. boop

<u>oo</u> Unit
Day 1 - Pattern #2 (<u>boo</u>)

1. mooch	1. mood	1. mooch	1. mooch	1. mood	1. mooch
2. mood	2. mooch	2. mood	2. mood	2. mooch	2. mood
3. maif	3. moop	3. moof	3. maif	3. moop	3. moof
4. moof	4. meep	4. moog	4. moof	4. meep	4. moog
5. mool	5. meev	5. maig	5. mool	5. meev	5. maig
6. miel	6. moov	6. moif	6. miel	6. moov	6. moif

<u>oo</u> Unit
Day 1 - Pattern #3 (<u>moo</u>)

1. pool	1. pooch	1. pool	1. pool	1. pooch	1. pool
2. pooch	2. pool	2. pooch	2. pooch	2. pool	2. pooch
3. poog	3. poid	3. poov	3. poog	3. poid	3. poov
4. peag	4. pood	4. peav	4. peag	4. pood	4. peav
5. pooz	5. poon	5. pait	5. pooz	5. poon	5. pait
6. paaz	6. pean	6. poot	6. paaz	6. pean	6. poot

<u>oo</u> Unit
Day 1 - Pattern #4 (<u>poo</u>)

1. tool	1. pooch	1. booth	1. tool	1. pooch	1. booth
2. booth	2. mood	2. pooch	2. booth	2. mood	2. pooch
3. mood	3. booth	3. mood	3. mood	3. booth	3. mood
4. pooch	4. tool	4. tool	4. pooch	4. tool	4. tool
5. toom	5. poov	5. boon	5. toom	5. poov	5. boon
6. boov	6. moog	6. moof	6. boov	6. moog	6. moof
7. moof	7. boop	7. tooz	7. moof	7. boop	7. tooz
8. poot	8. tood	8. poov	8. poot	8. tood	8. poov

1. tooth	1. pool	1. boom	1. tooth	1. pool	1. boom
2. boom	2. mooch	2. pool	2. boom	2. mooch	2. pool
3. mooch	3. boom	3. mooch	3. mooch	3. boom	3. mooch
4. pool	4. tooth	4. tooth	4. pool	4. tooth	4. tooth
5. toog	5. pooz	5. bool	5. toog	5. pooz	5. bool
6. bool	6. moof	6. toof	6. bool	6. moof	6. toof
7. moov	7. boog	7. mool	7. moov	7. boog	7. mool
8. poon	8. tooz	8. poon	8. poon	8. tooz	8. poon

1. I have a tooth.
2. The boom is big.
3. I mooch cake.
4. A dog is a pooch.
5. The pool is big.
6. I call from a booth.
7. This is a tool.
8. I am in a bad mood.
9. The tooth puts me in a bad mood.

10. I go in the pool with a tool.
11. The pooch has a booth.
12. I mooch a tool from him.
13. The boom makes my tooth hurt.
14. Give the tool to the pooch.
15. The pooch likes the pool.
16. There is a boom in the booth.
17. We mooch the booth from him.
18. The pooch is in a bad mood.

1. found	1. south	1. pouch	1. found	1. south	1. pouch
2. bout	2. found	2. south	2. bout	2. found	2. south
3. south	3. pouch	3. bout	3. south	3. pouch	3. bout
4. pouch	4. bout	4. found	4. pouch	4. bout	4. found
5. sound	5. foul	5. pout	5. sound	5. foul	5. pout
6. bound	6. pout	6. foul	6. bound	6. pout	6. foul
7. foul	7. sound	7. bound	7. foul	7. sound	7. bound
8. pout	8. bound	8. sound	8. pout	8. bound	8. sound

Integration of ou and oo Unit
Day 1 - Review of ou words

1. mooch	1. tooth	1. boom	1. mooch	1. tooth	1. boom
2. pool	2. boom	2. pool	2. pool	2. boom	2. pool
3. boom	3. pool	3. mooch	3. boom	3. pool	3. mooch
4. tooth	4. mooch	4. tooth	4. tooth	4. mooch	4. tooth
5. mood	5. tool	5. pooch	5. mood	5. tool	5. pooch
6. pooch	6. booth	6. booth	6. pooch	6. booth	6. booth
7. booth	7. pooch	7. mood	7. booth	7. pooch	7. mood
8. tool	8. mood	8. tool	8. tool	8. mood	8. tool

1. found	1. pouch	1. south	1. found	1. pouch	1. south
2. mooch	2. boom	2. found	2. mooch	2. boom	2. found
3. pool	3. tooth	3. tooth	3. pool	3. tooth	3. tooth
4. bout	4. south	4. mooch	4. bout	4. south	4. mooch
5. south	5. bout	5. pool	5. south	5. bout	5. pool
6. tooth	6. pool	6. boom	6. tooth	6. pool	6. boom
7. boom	7. mooch	7. bout	7. boom	7. mooch	7. bout
8. pouch	8. found	8. pouch	8. pouch	8. found	8. pouch

1. sound	1. foul	1. mood	1. sound	1. foul	1. mood
2. mood	2. pooch	2. bound	2. mood	2. pooch	2. bout
3. bound	3. booth	3. tool	3. bound	3. booth	3. tool
4. pooch	4. pout	4. sound	4. pooch	4. pout	4. sound
5. foul	5. sound	5. pout	5. foul	5. sound	5. pout
6. booth	6. tool	6. booth	6. booth	6. tool	6. booth
7. pout	7. bound	7. pooch	7. pout	7. bound	7. pooch
8. tool	8. mood	8. foul	8. tool	8. mood	8. foul

Integration of ou and oo Unit
Day 2 - ou and oo words #2

1. My pooch was in a bout.

2. There is a sound in the booth.

3. I pout when I am in a bad mood.

4. The tool is by the pool.

5.. I found a big tooth.

6. We are bound for the south.

7. I mooch a pouch from her.

8. The boom is foul.

Integration of ou and oo Unit
Day 3 - Sentence Practice

Child's Copy of Pretest

foul	bout	mouth
tooth	sound	loud
mooch	booth	gout
bound	pool	coop
tool	pout	roof
found	south	round
pouch	noun	food
boom	loon	hoot
mood	noon	couch
pooch		

Pretest (1)

fouth	foup
toond	booch
pous	boum
moob	poot
sout	poud
poond	bouch
toop	boof
mooth	souf

1. He is a loud mouth.

2. I found the pooch.

3. There is a foul ball on the roof.

4. A boom is a sound.

5. I eat food by the pool.

6. We sat on the couch at noon.

Posttest (ou)
Child's Copy of Word Lists

foul	noun	fouth
bound	look	pous
happy	bad	gat
found	mouth	sout
pouch	loud	foup
red	gout	nust
sound	see	boum
pout	round	poud
dog	rat	leck
bout	couch	bouch
south		souf

Posttest (oo)
Child's Copy of Word Lists

mooch	rug	toond
baby	loon	ceas
boom	said	moob
and	noon	poond
tool	coop	toop
pooch	little	fip
can	roof	booch
pool	big	crav
mood	food	mooth
tooth	red	laiv
the	hoot	poot
booth		boof

Posttest (Week 3)
Child's Copy of Word Lists

foul	mood
tooth	pooch
mooch	bout
bound	sound
tool	booth
found	pool
pouch	pout
boom	south

(1)

noun

loon

noon

mouth

loud

gout

coop

roof

round

food

hoot

couch

fouth	foup
toond	booch
pous	boum
moob	poot
sout	poud
poond	bouch
toop	boof
mooth	souf

1. He is a loud mouth.

2. I found the pooch.

3. There is a foul ball on the roof.

4. A boom is a sound.

5. I eat food by the pool.

6. We sat on the couch at noon.

Pretest Answer Sheet
Three-week Curriculum ou and oo

Name of Child_____

Page 1 (Child's Copy)

foul_____	bout_____	mouth_____
tooth_____	sound_____	loud_____
mooch_____	booth_____	gout_____
bound_____	pool_____	coop_____
tool_____	pout_____	roof_____
found_____	south_____	round_____
pouch_____	noun_____	food_____
boom_____	loon_____	hoot_____
mood_____	noon_____	couch_____
pooch_____		

Page 2 (Child's Copy)

fouth_____	toop_____	poot_____
toond_____	mooth_____	poud_____
pous_____	foup_____	bouch_____
moob_____	booch_____	boof_____
sout_____	boum_____	souf_____
poond_____		

Page 3 (Child's Copy)

1. He is a loud mouth.
2. I found the pooch.
3. There is a foul ball on the roof.
4. A boom is a sound.
5. I eat food by the pool.
6. We sat on the couch at noon.

Posttest (ou)
Answer Sheet

Name of Child: _____

foul_____	noun_____	fouth_____
bound_____	look_____	pous _____
happy_____	bad_____	gat_____
found_____	mouth_____	sout_____
pouch_____	loud_____	foup_____
red_____	gout_____	nust_____
sound_____	see_____	boum_____
pout_____	round_____	poud_____
dog_____	rat_____	leck_____
bout_____	couch_____	bouch_____
south_____		souf_____

Posttest (oo)
Answer Sheet

Name of Child: _____

mooch_____	rug_____	toond_____
baby_____	loon_____	ceas _____
boom_____	said_____	moob_____
and_____	noon_____	poond_____
tool_____	coop_____	toop _____
pooch_____	little_____	fip_____
can_____	roof_____	booch_____
pool_____	big_____	crav_____
mood_____	food_____	mooth_____
tooth_____	red_____	laiv_____
the_____	hoot_____	poot_____
booth_____		boof_____

Posttest (Week 3)
Answer Sheet

Name of Child_____

Page 1 (Child's Copy)

foul_____	pouch_____	sound_____
tooth_____	boom_____	booth_____
mooch_____	mood_____	pool_____
bound_____	pooch_____	pout_____
tool_____	bout_____	south_____
found_____		

Page 2 (Child's Copy)

noun_____	loud_____	round_____
loon_____	gout_____	food_____
noon_____	coop_____	hoot_____
mouth_____	roof_____	couch_____

Page 3 (Child's Copy)

fouth_____	toop_____	poot_____
toond_____	mooth_____	poud_____
pous_____	foup_____	bouch_____
moob_____	booch_____	boof_____
sout_____	boum_____	souf_____
poond_____		

Page 4 (Child's Copy)

1. He is a loud mouth.
2. I found the pooch.
3. There is a foul ball on the roof.
4. A boom is a sound.
5. I eat food by the pool.
6. We sat on the couch at noon.

found

pouch

foul

pout

sound

131

south

132

bound

bout

hoog

133

zoob

134

doof

noov

toup

135

louv

136

noub

cout

jougroun

gous houd

137 138

foop

jook

zoum

douk

139

140

cood

goot

loog

141

roos

142

boom

143

booth

144

mood

mooch

tooth

145

tool

pooch

pool

146

boud

boud

boud

boud

147

148

bood

bood

bood

boud

149

150

pouch

151

pouch

bood

bood

152

pooch

pouch

pouch

pouch

153

154

pooch

pooch

pooch

155

pooch

156